Standards-Based Lesson Template

Step 1: Identify lesson objectives & standards to be taught.

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| LESSON INFORMATION | | |
| **Teacher:** Click here and type the instructor name. | | |
| **Class:** Click here and type the course name. | | |
| **Lesson/Unit Title:** Click here and type the name of the lesson/unit. | | |
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| **Abstract/summary of lesson:** Click here and type a brief summary of the lesson/unit. | | |
| STANDARDS & SKILLS ADDRESSED | | |
| **Objective(s):** The lesson objectives are stated below as outcomes that the student will know and be able to accomplish at the end of the lesson. | | |
| Students will know… Click here and enter the list of the items that the student will know at the end of the lesson. Generally a lesson has several objectives.  Examples (Click and delete to remove): Students will know: -) Major body systems and their functions. -) Common diseases associated with each system. -) Common roots and affixes of medical terminology and their meanings. | **Students will be able to…**  Click here and enter a list of the items that a student will be able to accomplish at the end of the lesson. Generally a lesson has several objectives.  Examples (Click and delete to remove): Students will be able to: -) Identify major structures of body systems. -) Correctly spell and use associated medical terminology. -) Identify symptoms of common diseases of each organ system. | |
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| **Standards/Skills addressed:** Click here and list the standards(s) this lesson will focus on. You may wish to start by stating the skill and then identifying the standard that matches it. | | |
| Step 2: Decide how you will determine that the students have mastered the standards/skills. These will become your assessment(s). | | |
| **ASSESSMENT** | | |
| **Performance tasks/projects:** Click here and describe any culminating projects or tasks students will complete. | | |
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| **Test and quiz questions or essay prompts:** Click here and type in BIG questions students will be expected to answer well. These will be the foundation of written tests/quizzes. | | |
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| **Other evidence to be used (e.g., observations, evaluation of work samples, discussion):** Click here and describe. | | |
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| **Student self-assessments:** Click here and describe any reflection or self-assessments students will do. | | |

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| Step 3: Now you are ready to plan your lesson, based on the targeted objectives and standards and the assessment evidence you have identified. |
| Teacher Strategies & Activities |
| Objectives **Upon successful completion of the lesson, students will be able to:** Click here and describe what things students will know and/or to be able to do upon successful completion of this lesson/unit. These should be the same objectives identified in Step 1. You may wish to cut/paste them from that step. |
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| **Motivation:** Click here and describe how you will introduce the unit and engage students? What will you say to them? |
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| **Presentation:** Click here and describe how you will present the information needed in the lesson. Will you use lecture, guided discussion, demonstration, video, etc.? Have you taken into account all of the things students need to know for this lesson? |
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| **Application/Activities:** Click here and describe the activities you will use to have students apply their new knowledge. |
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| **Materials needed:** Click here and describe any materials that will be required for the lesson. |
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| **Assessment/Evaluation:** Click here and list the key assessment tools you identified earlier in Step 2. |
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| **Closure/Reflection:** Wrap up the lesson by 1) summarizing the key points, 2) reminding students what they have learned OR asking students to reflect on/restate what they have learned in the lesson, 3) reminding students of any homework, and/or 4) connecting today’s learning to the next lesson (“*Today we…Tomorrow we….*”)  Click here and summarize the closure activities. |